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ABSTRACT

Multicultural education strives to value and respect the uniqueness of persons within a common human community. It expresses the democratic ideals of equality, of unity within diversity, and of justice for all, free of any racial, gender, or social class discrimination. This six-part document explores multicultural and international education in the context of teacher education programs. Part 1 explains multicultural education and examines considerations in educating teachers in multicultural education. Part 2 looks at global/international education and considerations for teacher education. Part 3 focuses on tensions or conflicts between multicultural education and global/international education. Part 4 explores commonalities and connections between multicultural education and global/international education. Part 5 outlines recommendations, including: providing teachers with cross-cultural experiences and reflection, recognizing that multicultural and global and international education involve an ongoing learning process; and working with colleagues across the fields of multicultural education and global and international education. Part 6 provides a list of references and resources on multicultural education and global/international education, and on making connections between multicultural education and global/international education. (Contains 65 references.) (ND)

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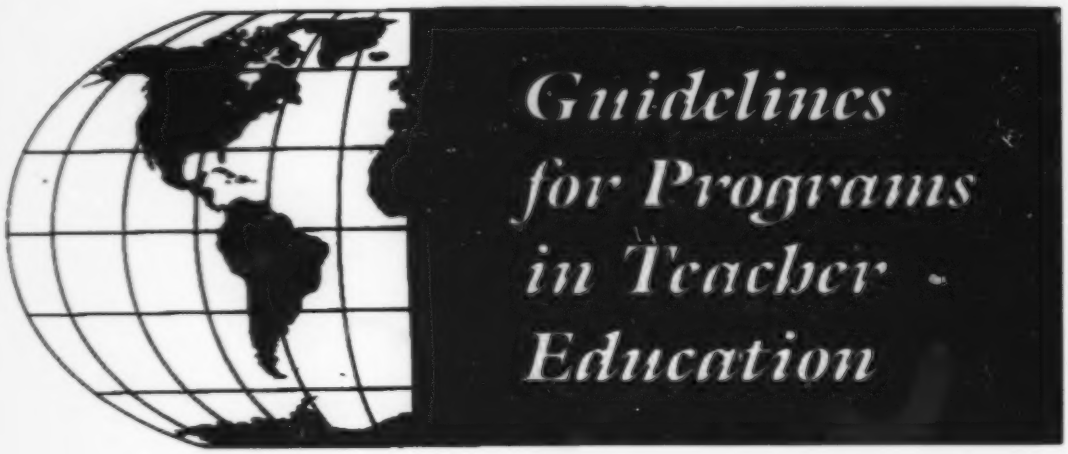

by John McFadden, Merry M. Merryfield, & Keith Reeves Barron

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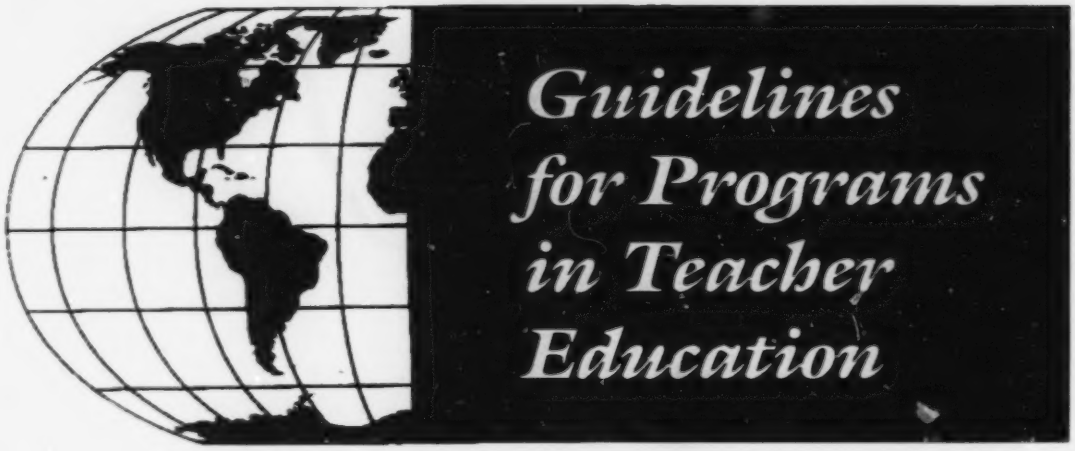

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- *Videocases. Columbus, N.M: Educational Life on the Border* and *Deming, N.M.: International Public Education.* $75 ea, members/nonmembers; 20 percent discount when ordering both. Includes accompanying teaching guide.

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PART I
Multicultural Education

What is Multicultural Education?

Photo: John T. Consoli, U-Md.

While there are common issues addressed by educators within the field of multicultural education, there also are many differences in perspectives which lead to differences in definition, emphasis, etc. This document presents a synthesis of the authors' understandings of this field. The term "multicultural" refers to the convergence of cultures in our emerging global community. Multicultural education responds to the instructional needs and differing socio-historical realities of students from various socioeconomic, ethnic, racial, and immigrant groups that form the culturally diverse student population of this society. To be "American" increasingly reflects the multicultural heritage of the majority of citizens of this country. Educators are teaching an ever-growing number of children from families of differing ethnic and racial backgrounds. Today's classroom has become a point of confluence where diverse cultural experiences represent the norm. No teacher or student teacher can afford to neglect the rapidly increasing cultural pluralism of our society, composed as it is of myriad religious, linguistic, racial, and ethnic elements. Issues of gender, disability, exceptionality, and age also represent important concerns in achieving in classrooms and schools a balanced perspective on the diversity of the people of the United States.

Multicultural education represents a viewpoint and methodology different from either the assimilationist or pluralist perspective. Neither the similarities nor differences between individuals are stressed in an exclusive way. Rather, multicultural education strives to value and respect the uniqueness of persons within a common human community. It expresses the democratic ideals of equality, of unity within diversity, and of justice for all, free of any racial, gender, or social class discrimination (Banks, 1994; Bartolome, 1994; Barry, 1992).

Equality in education means not only a teaching environment free of prejudice but a pedagogy that respects and addresses the different styles of learning and diverse cultural experiences of the students in the classroom (Banks & Banks, 1995; Ladson-Billings, 1994). The multicultural approach requires a certain degree of cultural transcendence on the part of the teacher who must be able to rise above the idiosyncrasies of her or his own cultural group. This instructional posture becomes "transcultural" inasmuch as teachers, administrators, and counselors transcend their own cultural backgrounds in an effort to empower students as individuals and as members of a multicultural community (McFadden, 1993).

What are Considerations in Educating Teachers in Multicultural Education?

Photo: John T. Consoli, U-Md.

Many teachers, however, have limited or no experience in crossing the many cultural boundaries around them. Their training, therefore, must enable them through specific course content and practical experiences to develop an unbiased, nonprejudicial perspective by encouraging them, both academically and experientially, to enter and understand cultures that are not their own (Nieto, 1996, p. 352). They must learn to transcend or cross over the cultural divide to enter, as best they can, the worldviews and experiences of others. Such a transcultural perspective greatly facilitates the multicultural education of their students.

The interaction of the teacher's perspective, the student's cultural background, and the academic content is crucial in ensuring that all students learn (McDiarmid & Price, 1990). A multiple methods pedagogy, where the effectiveness of methods is supported by sound research, more effectively addresses the diversity of the learning potentials of students in the classroom. Teachers must consider their students' psycho-social development, cultural background, current skill level, and available instructional resources. Teaching methods with proven effectiveness that can be integrated into a multiple methods pedagogy include whole group instruction, teaching by objectives, varied learning styles, adaptive or individualized instruction, mastery learning, cooperative learning, direct instruction, discovery method, and peer tutoring, among others (Bartz & Miller, 1991). The principal aims of multicultural pedagogy are the promotion of individual student achievement together with mutual respect and tolerance for one another such that students develop a realistic understanding of the world they live in and are empowered to live effective, productive lives (Council for Basic Education, 1993). Providing equity and eliminating discrimination in teaching and learning also are important functions of multicultural education.

The development of multicultural understanding is measured by the teacher's depth of cultural self-awareness, affective response to difference, capacity for cross-cultural relations, and the degree to which her or his teaching style is multicultural as opposed to ethnocentric. Covert prejudice or ethnocentric worldviews can promote negative attitudes despite teachers' best intentions. Multicultural education fails when its concepts or experiences are only selectively introduced by teachers or when covert prejudice or race issues influence teacher-student interactions. Teachers may overestimate their effectiveness at integrating multicultural content into their curricula (Boutte & McCoy, 1994; Brown & Kysilka, 1994). Effective integration of multicultural materials follows an infusion approach that permeates every area of the curriculum (King, Chipman, & Cruz-Janzen, 1994, p. 56). Comprehensive inclusion of multicultural materials and experiences is crucial in forming a positive, life-affirming educational experience for teachers and students alike (Nieto, 1996, p. 310).

Multicultural education can spur the empowerment of all children within a society, especially minority children. Empowerment depends, however, on more than multicultural course content or materials being infused in the curriculum. Empowerment requires the presence of role models within classrooms and schools that represent the diversity of society at large. Research indicates that while the percentage of children of color is rising, the percentage of teachers of color as role models is actually declining (Mosher & Sia, 1993). Multicultural education, therefore, must be understood in larger terms than the instruction provided by teachers. It is a broader concept that encompasses a society where parents, civic groups, churches, and businesses work together to provide greater personal involvement, appropriate role models, and the necessary resources to support a comprehensive multicultural education for all.

Photo: Joe Di Dio, NEA

PART II
Global/International Education

What is Global/ International Education?

Photo: Joe Di Dio, NEA

While there are common issues addressed by educators within the field of global/international education, there also are many differences in perspectives which lead to differences in definition, emphasis, etc. This document presents a synthesis of the authors' understandings of this field. Global education develops the knowledge, skills, and attitudes that are the basis for participation in a world characterized by cultural diversity, inequity, interconnected-ness, cooperation, and conflict. Evolving from scholarship in international relations and area/international studies, world history, earth science and cultural/ethnic studies, the field of global education recognizes that K-12 students and adult learners must understand the complexity of globalization and develop skills in cross-cultural interaction if they are to be effective citizens in a pluralistic and interdependent world. International education provides knowledge, skills, and experiences that come from in-depth study, work, and collaboration in education in other countries and with immigrants and individuals from other countries who are residing in U.S. communities.

Teaching with a global perspective differs in some ways from traditional approaches to studying ourselves, other peoples, and the planet:

❶ In teaching about cultures, global educators focus as much on cultural universals, those things all humans have in common, as they do on cultural differences. Cross-cultural understanding, open-mindedness, anticipation of complexity, resistance to stereotyping or derision of cultural difference, and perspectives consciousness—recognition, knowledge, and appreciation of other peoples' points of view—are essential in the development of a global perspective (Case, 1993; Hanvey, 1975; Kniep, 1986).

❷ The world is seen as a system in which technological, ecological, economic, social, and political issues can no longer be effectively understood or addressed by individual nations because the issues literally spill over borders and regions. The organization of curricula does not separate world cultures or regions but brings them together through study of contact, borrowing and diffusion of ideas, antecedents to current events, and comparative themes and concepts. Persistent global issues such as human rights, immigration/refugees, conflict resolution, and self-determination are examined across time and place (Anderson, 1990; Kniep, 1986).

❸ Study of local-global connections leads to recognition that each of us makes choices that affect other people around the world, and others make choices that affect us. Because of this interconnectedness, global education includes knowledge and skills in decision-making, participation, and long-term involvement in the local community and in the larger world beyond our borders. Students learn to find and process information from multiple perspectives (Alger & Harf, 1986).

What are Considerations in Educating Teachers in Global/ International Education?

First, teachers need "global" knowledge about the world in general as well as content specific to the subjects they teach. For example, a language arts teacher not only studies literature from diverse cultures in different world regions but also learns about the historical contexts and cultural/economic/political perspectives from which the authors wrote. Teacher educators work with faculty across campus to identify academic coursework in the humanities, sciences, and social sciences so that preservice teachers have adequate foundational knowledge and inservice teachers have access to new, emerging knowledge in their fields (Merryfield & Remy, 1995).

Second, real and simulated cross-cultural experiences at home and abroad are a significant part of global and international education. Study tours, student and faculty exchanges, semesters abroad, work with international students in American universities and schools, and student teaching in other countries or within different cultures in North America are some of the ways teacher educators build cross-cultural knowledge, develop skills in cross-cultural communication, and motivate teachers to teach from a global perspective (Gilliom, 1993; Wilson, 1982). Simulations such as BaFa BaFa and Baranga contribute to cross-cultural understanding by helping teachers develop insights into the process of understanding cultural perceptions and the relationship between instructional methods and learning outcomes in global education.

Third, in their teaching and program development, teacher educators model pedagogy for a global perspective, especially instructional practices that support diversity, social justice, conflict management and build community and interconnectedness. These practices include methods that increase teachers' **self-knowledge** (for example, reflective practice in understanding of how one's own view of another culture has developed and changed over time), **cross-cultural experiences** (learning from extensive interactions with people different from oneself, immersion experiences with people on the margins and people in the mainstream both locally and globally), **cross-cultural skills** (listening, communicating, collaborating, resolving conflict), **perspective consciousness** (examining multiple perspectives, seeing global issues and one's own culture through the eyes of others), **values analysis** (identifying and analyzing beliefs, values, unstated assumptions, and worldviews that underlie human behavior), and **authentic learning** (applying global knowledge and cross-cultural skills through real-life applications in the local community and larger world) (Merryfield, 1996; Tye & Tye, 1992).

Teacher educators prepare teachers to deal with the controversial nature of global and international education. Through readings, role-plays, and collaboration with resource people in the community, teachers reflect upon the reasons for controversies over global education and approaches to resolving such conflicts (Schukar, 1993; Lamy, 1990). All of these approaches to teacher education in global and international education are supported by the faculty's shared vision and goals in global and international education, ongoing faculty development, long-term collaboration with globally-minded colleagues on campus, in the schools and overseas, administrative leadership, and overall institutional commitment.

PART III
Tensions or Conflicts between Multicultural Education and Global/International Education

What is the Historical Context?

Dr. Martin Luther King Jr., Coretta Scott King, and other activists march to the Alabama state capital, March 21, 1965. AP/Wide World Photos.

Arkansas Sen. J. William Fulbright, center, with Fulbright scholars. Photo courtesy of the Institute of International Education.

It is important to acknowledge that tensions have existed between the fields of multicultural education and global and international education over the last 20 years. Historically, multicultural education developed out of the Civil Rights Movement by African Americans and others who were especially concerned with equity, social justice, and the educational success of children of color. Global and international education has its roots in post-World War II foreign policy, area studies, and international educational exchanges. It has been dominated by men of European descent who wanted American students to understand the mechanics of emerging global systems and their own personal economic, political, environmental, and cultural interconnectedness with other peoples around the world.

Some multicultural educators have perceived that teacher educators in international education have chosen to ignore racism, injustice, and inequities in their own communities and the United States as they plan international exchanges and teach about cultures in other countries. These multicultural educators have not seen evidence that teacher education in global and international education prepares teachers to understand and teach for diversity and equity in American schools and communities or to improve the quality of schooling for children of color.

Some global and international educators perceive that teacher educators in multicultural education are only focusing on improving the status of a few selected groups of Americans. These global and international educators have not seen evidence that teacher education in multicultural education prepares teachers to understand the cultures of all Americans or to connect the problems of diversity and equity in the United States with global economic, political, environmental, and social inequities and the diversity of the human condition around the world.

Given these historical perspectives, it is easy to see why tensions have developed when these groups have been forced to compete for financial resources, courses in preservice or inservice curricula, or positions within a college of education. However, since today's teachers need to be prepared in both multicultural education and global/international education, it is important that teacher educators explore ways to cooperate in strengthening both fields of study and making connections between the fields for teachers.

PART IV
Commonalities and Connections between Multicultural Education and Global/International Education

What are the Conceptual Connections?

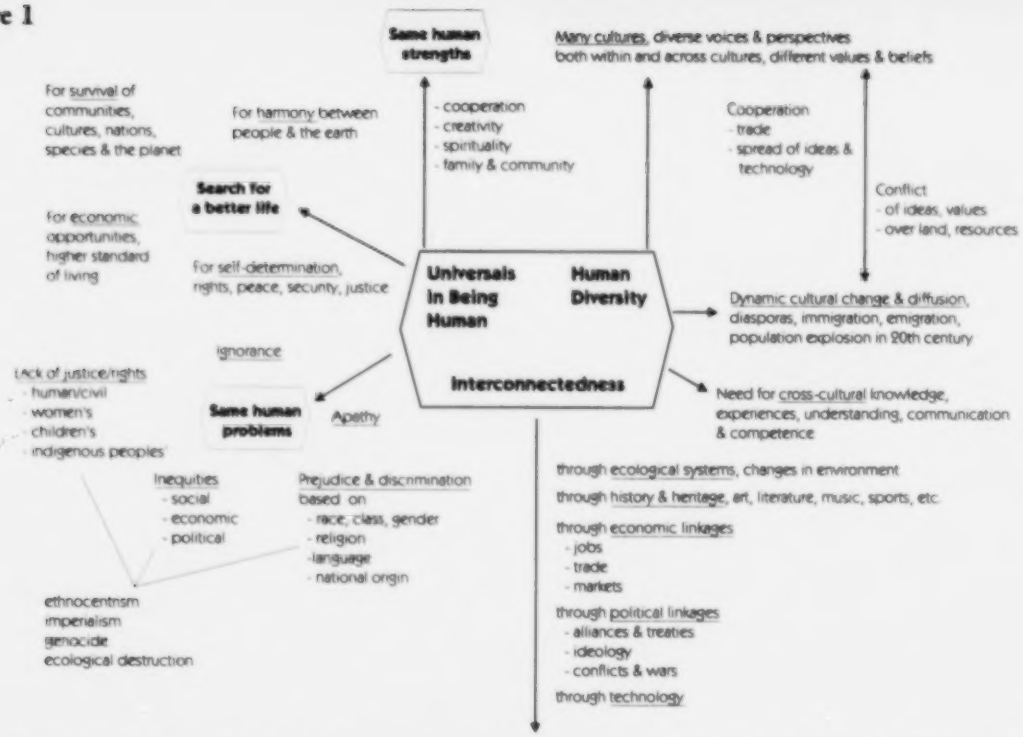
Photo: John T. Consoli, U-Md.

Although multicultural education and global/international education have developed as separate fields of study, many scholars and teacher educators have made conceptual connections between them and integrated their theory and practice in teacher education programs. Here are some of the commonalities and connections suggested in the conceptual literature:

- Goals of promoting equity and social justice, especially using knowledge and skills for decision-making and social/political action against structural inequalities and oppression (Alexandre, 1988; Cushner et al; 1992; DeKock, 1989; Drum & Howard, 1989; Kobus & Rojas, 1988; Wilson, 1995);
- Goals of improving intergroup relations, promoting intercultural competence, and building community across cultures (Bennett & Bennett, 1994; Cortés, 1979; Fain, 1988; Wilson, 1995);
- Goals of reducing stereotyping, prejudice, and discrimination (Bennett, 1995; Cortés, 1979);
- Knowledge of human diversity and human commonalities (Cortés, 1979; Cushner et al, 1992; Wilson, 1995);
- Knowledge for cultural consciousness of one's own and other cultures (Bennett, 1990; Bennett & Bennett, 1994; Wilson, 1995);
- Access to knowledge from multiple perspectives (particularly perspectives of people on the margins economically, politically, or culturally) and skills in critical understanding of the process of knowledge construction (Banks, 1995; Kobus, 1989-1990; Said, 1993; Wilson, 1993).

These attributes are found in the conceptual literature in multicultural education and global/international education. Teacher educators have adapted many of these ideas and others in their work with preservice and inservice teachers. In a recent study of teacher education in the United States and Canada, 80 teacher educators who were purposefully making connections between multicultural and global education explained their decisions in similar ways (Merryfield, 1996). As noted in Figure 1, the major categories for making connections were universals in being human (human problems, strengths, the search for a better life), human diversity (many cultures, cultural change and diffusion, cross-cultural knowledge and experiences), and interconnectedness (through history and heritage, political, economic, technological, and ecological linkages).

Figure 1



Source: *Making Connections Between Multicultural and Global Education: Teacher Educators and Teacher Education Programs.* [Ed. M. Merryfield]. Washington, DC: AACTE, 1996, p. 2.

Figure 2

Interact with diverse groups
- rural to urban, suburban to rural & urban
- minority children, immigrants
- poor children, marginalized communities
- overseas in Africa, Asia, Europe, Latin America, the Middle East, etc.
Integrate throughout programs
- written course work
- in-field experiences
- student teaching
- study abroad
Require cross-cultural experiences
Internet
internships
study tours
Bring about local-global connections
Work with diverse peoples, organizations & resources in community, nation & overseas
Teach multiple perspectives
cross-cultural skills
Consider theoretical frameworks
Use literature, primary sources, media from other cultures
Model MCE/GLED Teaching & Learning
action research
pedagogy
Demonstrate attitudes of respect and interest in diversity and justice
Teach knowledge of cultures, equity & global connections
Teach culturally relevant pedagogy
Contact & collaborate with diverse peoples
Develop a classroom atmosphere supportive of diversity & cooperation
Structure reflection & inquiry throughout
e.g.
J. Banks
P. Friere
C. Grant & C. Sleeter
R. Harvey
A. Wilson

Source: *Making Connections Between Multicultural and Global Education: Teacher Educators and Teacher Education Programs.* [Ed. M. Merryfield]. Washington, DC: AACTE, 1996, p. 5.

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Relationships between local, national, and global arenas help teachers understand the realities of their students' lives and the role of knowledge, skills, and experiences in preparing young people for diversity and equity in a globally interconnected world. When asked how they made connections between multicultural and global education, the teacher educators said that they require cross-cultural experiences, teach multiple perspectives, make local/global connections in their programs, model multicultural/global teaching and learning, teach theoretical frameworks and structure reflection and inquiry throughout their work with teachers. (See Figure 2.)

Although multicultural education and global and international education have grown out of different historical contexts and goals, they both are critical components of teacher education if schools are to prepare young people for effective participation in their local and global communities. As a group of teachers once noted: Global and international education programs which do not deal adequately with issues of domestic diversity and racism in the United States are simply elitist. Likewise, domestic multicultural education programs which do not speak adequately to the global dimensions of diversity and oppression are out of touch with present realities of planetary interdependence (Drum & Howard, 1989, pp. 6-7).

Given the realities of schools and demands upon teachers to meet the needs of their students, it is understandable why many teacher educators are finding ways to prepare teachers in both fields.

PART V
Recommendations and Questions to Consider

What are the Responsibilities of Teacher Educators in Multicultural and Global/International Education?

The following recommendations are offered as strategies for the facilitation and implementation of teacher education in multicultural education and global/international education.

Teacher educators prepare teachers to teach deep culture and value diversity locally and globally. Diversity and complexity of cultures should be foundational knowledge in teacher education. Diversity includes ethnicity, race, gender, socioeconomic background, sexual orientation, national origin, religion, political allegiance, and exceptionalities. Multicultural education and global and international education promote environments of mutual respect and understanding of others guided by democratic principles that value diversity at all levels. Teacher educators must teach knowledge of different cultures both locally and globally, skills in communicating and working with people of different cultures, and respect for diversity. Teachers must be prepared to teach the deep culture of people's values and beliefs (including authentic voices and viewpoints from within the culture of their history, religion, literature, and contributions to the world today). Teachers should be prepared to teach cultural diversity in such ways that students overcome media stereotypes, "us and them" prejudices, and "food and festivals" superficiality with knowledge and personal experience.

Teacher educators need to help teachers become aware of themselves as cultural beings, and become aware of their own culture. Individuals perceive other other people through their own cultural frames of reference, and need to become aware of how their own frames of reference guide the meanings we make. Culture is not just something other people "have," but rather encompasses the ways of interpreting the world and constructing our everyday lives that every sociocultural group develops and internalizes as its members grow up. Opportunities for individual evaluation of his or her culture should be provided throughout the teacher education experience.

Teacher educators help teachers understand why inequities exist in education and appreciate movements for equity and excellence in local, national, and global educational contexts. Teachers need to understand the history of structural inequality in education and appreciate efforts to bring about equal access, opportunity, and quality of schooling for young people locally, nationally, and globally. Such study must include perspectives of groups who have struggled for equity in education and the political, economic and social contexts that have contributed to prejudice, discrimination, and genocide in the United States and other parts of the world.

Teacher educators provide teachers with cross-cultural experiences and reflection. Teacher education must demonstrate systemic reform and comprehensive integration of programs required for successful multicultural and global education of students in the

schools. Opportunities for sustained cross-cultural experiences and ongoing reflection should be integrated in teacher education for the demonstration and implementation of goals of multicultural and global and international education.

Teacher educators recognize that multicultural and global and international education involve an ongoing learning process. Teacher educators must recognize that multicultural and global and international education involve an ongoing process in learning to view the world at large and education specifically from very different sociocultural perspectives. As both fields employ an orientation to open up sociocultural doors and learn about the world as very diverse and highly complex groups of people, the process is not static and requires constant reevaluation and rethinking (Fox & Gay, 1995, p. 78).

Teacher educators help teachers understand multicultural education and global and international education as separate fields of study and help teachers make connections across the fields. Multicultural and global education must be effectively and cohesively related in the classroom so that their distinctions remain clear while common goals are pursued. Teachers must recognize that global education cannot adequately address the complex historical and social experiences of ethnic groups within the United States by only examining their national cultures of origin. Likewise, only studying the history and literature of ethnic groups within the United States does not provide sufficient knowledge of their contributions to the world and their connections to global political, economic, cultural, and environmental systems. The differences between multicultural and global and international education need to be understood. Common goals of respect for diversity, increased knowledge and understanding of the human condition, and the recognition of interdependence of peoples and cultures can be used to make connections in K-12 instruction.

Teacher educators work with colleagues across the fields of multicultural education and global and international education. Teacher educators should work together to reduce tensions and conflicts between multicultural and global and international education in their teacher education programs and within colleges of education. Mutual respect and ongoing dialogue among teacher educators exemplifies the goal of diverse people working together to improve people's quality of life, a common goal shared by both fields. Teacher educators must model a willingness to listen to people with different perspectives and ideas and to find ways to build bridges across these two fields that will benefit teachers and K-12 students. One way to strengthen connections across these fields is a greater emphasis on the acquisition of second and third languages by teachers and by students at an early age. Introduction of a second language at the primary level, for example, would not only greatly facilitate language acquisition by students but could enhance ethnic, national, and international understanding at earlier ages while also preparing students for careers in the emerging global economy.

Questions to Consider

To improve its program and continually monitor the integration of multicultural and global/international education, a school, college, or department of education (SCDE) should ask and answer the following questions:

1. Does the institution's or the SCDE's official mission statement include a reference to multicultural and global/international education?

2. Does the dean or SCDE administrator exert leadership by encouraging multicultural and global/international studies in the curriculum as well as through other strategies?

3. Do the SCDE leaders encourage faculty and students to participate in multicultural and global/international programs?

4. What is the budgetary priority of multicultural and global/international teacher education in the college?

5. Do faculty responsible for introductory and/or core courses in general education infuse them with a multicultural and global/international dimension?

6. Do students have the opportunity to student teach in diverse cultures and other countries?

7. Is experience in diverse cultures or commitment to the multicultural and global/international dimension a criterion in faculty recruitment and employment?

8. Does the SCDE keep a current list of faculty who have multicultural and global/international expertise?

9. Does the SCDE recruit and utilize faculty members and researchers from diverse cultures and countries?

10. Are faculty encouraged to conduct research with multicultural and global/international education foci?

11. Is dialogue encouraged among faculty as they explore multicultural and global/international education issues in their programs and on campus?

12. Do students view the multicultural and global/international dimensions as important parts of their undergraduate education?

13. Do SCDE faculty utilize students from diverse cultures and countries as guest lecturers or resource persons on comparative education topics?

14. Is financial aid available to students who wish to have multicultural and global/international experiences?

15. Has the SCDE made an assessment of current resources that describes its commitment to teacher education in multicultural and global/international education?

16. Have community resources been assessed and utilized to enrich the multicultural and global/international dimensions of the teacher education program?

17. Do faculty with expertise in multicultural and global/international education share their knowledge and understanding with the off-campus community-at-large, including businesses, P-12 schools, and voluntary organizations?

18. Does the SCDE encourage and/or provide support for faculty involved in research on subjects with multicultural and global perspectives?

19. Does the SCDE assign faculty with multicultural and global/international experience as research and/or dissertation advisers?

20. Does the SCDE develop cooperative links with arts and sciences faculty, as well as with faculty in other professional schools, to pursue research on teacher education in multicultural and global/international education?

21. Where appropriate, do theses and dissertations reflect multicultural and global/international dimensions?

22. Are faculty publishing articles and research findings that focus on multicultural and global/international education?

23. Is review and continuous monitoring occurring of policies and practices related to equity at the program, SCDE, and institutional levels?

Other factors to consider

1. Has the SCDE designated a person to coordinate, administer, and promote the multicultural and global/international dimension of its teacher education programs?

2. Is the SCDE in a network with other institutions in its region or state to share resources and expertise and avoid needless duplication?

3. Do education leaders subsidize local travel expenses for faculty to share their knowledge in elementary and secondary schools?

4. Are multicultural and global/international education newsletters or other materials published to improve dissemination of current projects and activities within teacher education preparation programs (e.g., workshops, presentations to students, consulting, presentations at education associations)?

PART VI
References and Resources

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